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The girls see that at home the mother has a cradle and is carrying a baby around. So they play mother sometimes with an Indian doll and cradle made by their mothers. The girls carry the cradles on their backs as their mothers do. And the boys pick up their little arrows and hunt birds just as if they were hunting deer. All the Indian children play just the way their parents live at home. The children build little brush homes.

In this domestic play no overt sexuality is involved. The simulation of the husband-wife relationship is confined to an imitation of the industrial pursuits of the adults. The absence of more direct sexual experimentation is to be explained, doubtless, by the fact that boys rarely continue to participate in this form of amusement after the age of six or seven. It is then that little boys become eager to join older male companions in hunts for small birds and mammals and to engage in play not considered appropriate for girls. This pleasure in manly affairs is strongly encouraged by the elders. From the exciting hunts, arrow games, and mimic battles of childhood the boy plunges into the rigors of his training period. Thus he is absorbed in masculine concerns and diverted from contacts with girls until the onset of physiological maturity again awakens him to an interest in them.

Besides playing in the brush houses built for daytime games, the boys sometimes construct beds in trees for "camping out" at night.

You find a forked branch in a tree right by your camp. It should not be too high; you want a place close to the ground. You can put cross-branches there and fix it up nicely. Then you can sleep there. The boys did it mostly. I used to do it. We did it in the summertime, just because we liked it, because we liked the fresh air.

For the grown man the hoop-and-pole ground, from which the women are barred, is a favorite retreat where things strictly masculine are discussed. To play the hoop-and-pole game, two men slide poles after a hoop; the object is to make the hoop fall upon the butt end of the pole. Pole and hoop are marked with incised bands, and, according to the relationship of these bands after the throw, a count is made. The game has definite ceremonial overtones. It is well for a man to be an expert player, for lively betting attends every contest. Boys are eager to learn this game:

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reciprocals, one term, in its primary sense, stands for mother's mother and also, when a woman is speaking, for daughter's child; another indicates father's mother and likewise, when a woman is speaking, son's child, etc. 601 603

It is a feature of this kinship system that siblings and cousins of the grandparent are addressed by the same term as the grandparent, regardless of sex. For example, the term for mother's mother also designates her sisters, brothers, and cousins. Reciprocally, the brothers or sisters of a woman will address this same term to their sister's daughter's child, male or female.

For the great-grandparent–great-grandchild relationship the terms of the grandparent-grandchild set are utilized. There is no strong feeling concerning the functions of the great-grandparents and no specialization of terminology. If they are active enough to participate in social, economic, and ceremonial matters, they are treated much as are grandparents. It is the duty of children to support old people who are so far past their prime, and members of the great-grandparent generation receive the extra consideration to which their extreme age entitles them. 603 [601] [888]

CHILDHOOD'S END

Childhood is, strictly speaking, a period of preparation for adult standards. The view of the world is not softened for the young beholder. The child and the adult often listen together to accounts of the rigors of the hunt, of the hardships and glories of war, and of the cruelties of the enemy. "As soon as I was old enough to know," said one informant, "I was told who were our enemies." Another man prefaced an exceptionally vivid description of a war dance with the remark, "When I was just old enough to understand and remember it, I saw them go through this performance." 867 [858] [868]

The child is early introduced to the goals and values of the society. An old man mentioned hunting as one of the first experiences he could recall. He was with older children who were shooting birds with slings, and he followed them around to see what they were doing. [868] [857]